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ABSTRACT

This is the sixth annual evaluation report of the South Carolina Advisory Council on Vocational and Technical Education. Information is provided about program growth in terms of enrollment figures, changes in enrollment from 1973-74 to 1974-75, and number and types of programs. The State goals for vocational and technical education are presented, and the dual delivery system of the State is described. Data are also provided about numbers of technical institutions, campuses, curriculum programs, continuing education programs, community services, secondary vocational education programs, industrial services, and Federal manpower programs. The report examines a few high-interest, special topics with an emphasis on supporting data. These topics are articulation and coordination between vocational and technical education, adequacy of programs and services, utilization of Comprehensive Employment and Training Act funds for vocational education, potential impact of change in veterans' educational benefits, and vocational and technical services for the handicapped. The report also reviews the recommendations and responses of the previous year's report and offers recommendations for the current year. A list of the advisory council membership is appended along with a brief history of the council. (NJ)

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EVALUATION REPORT--1975

BY THE
SOUTH CAROLINA ADVISORY COUNCIL ON
VOCATIONAL AND TECHNICAL EDUCATION

A REPORT OF: VOCATIONAL EDUCATION
AND
TECHNICAL EDUCATION

ENCOMPASSING FISCAL YEAR 1975

DECEMBER, 1975

CE007447

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

This is the sixth annual evaluation report of the South Carolina Advisory Council on Vocational and Technical Education. Vocational Education, as used in the federal legislation, is a broad term that includes programs and instruction which are loosely defined in South Carolina as Vocational Education and as Technical Education. Consequently, the South Carolina Council shares a responsibility to the programs and services of the State Board for Technical and Comprehensive Education and to those of the State Board for Vocational Education which is the State Board of Education.

Obviously the Board members cannot and should not be involved with the day-to-day administration of programs. The Council, therefore, is pleased to recognize the professional competence and cooperative attitudes of the respective Board's staffs since the state staff must be depended on for data and for other information. These professional persons have been cognizant of the Council's role and responsibilities, and have cooperated beyond reasonable expectations in assisting the Council through the past year.

Pursuant to the provisions of existing legislation and applicable rules and regulations, this report is presented to the State Board for Vocational Education and to the State Board for Technical and Comprehensive Education. Additional dissemination will be provided subsequent to these presentations.

The Council fully recognizes the responsibilities, prerogatives and altruistic intentions of both State Boards. As intended by the U. S. Congress, the Council remains as a capable, dedicated group external to the administrative functions of vocational and technical education. The Council is thus external to the natural bias of those who have been

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assigned the responsibility for policy making and for administration. The Council, then, can often see matters from a different perspective. There is no need for the Council's interpretations and recommendations to be self-serving, as sometimes is the case for a policy or administrative board. The Council has no self-serving interest except to collectively represent the view-point of the citizens of the state - the consumers and recipients of vocational and technical education.

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COMMENDATIONS AND EXPRESSION OF APPRECIATION

To The State Board of Education

1. Appreciation for the excellent cooperation and assistance by the staff to the State Advisory Council during the past 12 months.

2. Commendations for the excellent progress made in extending the availability of vocational education to additional secondary school students.

To The State Board For Technical And Comprehensive Education

1. Appreciation for the excellent and harmonious working relationships exhibited by the staff as the State Advisory Council worked with the staff during 1974-75.

2. Commendations for continuing to progress with the maintenance and the development of such a model post-secondary occupational education system.

SUMMARY

South Carolina is fortunate to have two enviable systems providing occupational education: the state system of technical colleges/centers, and an aggregate of 45 vocational centers and 202 high schools providing vocational education. Both technical education and vocational education are coordinated and given leadership by professional, competent and aggressive administrators. Tremendous progress in staff, facilities, and allocation of the State's resources has been accomplished within the past decade. More, however, remains to be accomplished.

Many problems have been met and surmounted in providing these urgently needed programs of occupational education. A few problems lie latent and must be faced and solved if continual improvement is to occur. Some, like the state's increasing demands for finances in the area of higher education, are beyond the area of responsibility of vocational education, technical education, or the State Advisory Council. Other dormant problems, however, can and should be resolved by these groups. Among the potential problems, the jurisdictional authority for post secondary education gives promise of being the most disruptive if not resolved. The natural tendency toward possessiveness by state agencies, of being less than open about the administration of taxpayer provided funds, is also one that will take constant effort to avoid.

This report contains information about the excellent growth in providing programs and services, some discussion of particular points, a limited number of commendations and recommendations, and a follow through on the previous years recommendations. The reader is referred to the full report. Questions or comments on this report will be welcomed. The Council or Executive Director will be pleased to enter into dialogue with anyone concerning this report or the general topic of vocational and technical education.

A POSITION ON VOCATIONAL EDUCATION

Vocational Education Is Needed Now More Than Ever Before.

Advancing technology is causing the world of work to become increasingly complex. The demand for unskilled labor is rapidly diminishing, while there are increasing occupational opportunities at the skilled or technician level. Many youth do not have any concept of what a job is like or about their parents' work. The complexity of business and industry is making it difficult for parents to adequately describe the available jobs. Most of today's jobs did not exist or were of a different nature a decade ago. Since the parents are no longer able to adequately describe the many occupational choices available to their children then it is for the schools to provide these experiences. Each youth should have an opportunity to explore several career areas through the medium of pre-vocational education.

Even more critical is the need for vocational education. Less than one out of five children who enter school go on to college. Because minimum wages now equate with a poverty standard of living, all non-college-bound youth should complete a vocational program prior to graduation or prior to leaving school. If the parents cannot or do not transmit the work ethic and the training or skills necessary for successful employment, the school must. If the other four-fifths of our youth are to enter the world of work at a satisfactory pay rate, they must have some occupational preparation.

An appropriate vocational curriculum is also necessary for one-half or more of all college-bound youth. Vocational education does not prevent one from continuing on to college, nor does it reduce the chances for success but may even help. Only about one-half of the college freshmen ever graduate from college. The others generally are no better prepared for employment than those who entered work directly out of high school.

Even the future college graduates could benefit from vocational education. They may need these skills to earn their way through college. The other few could use this experience to help them relate to the world around them.

Students need more in-depth counseling and the counselors need more frequent contact with the students. Counselors must be knowledgeable of all the occupational programs and assist students based on this wide spectrum of occupational knowledge.

Only when vocational education programs are a normal part of the curriculum for all - rich and poor, quick and slow, girl and boy, the popular and the social isolate - will vocational education be reaching all those who need these opportunities. It is hard to envision anyone who would not benefit from vocational education. The non-college bound and the college-bound high school graduate, the high school dropout and the elementary school dropout - these are the persons who should complete some vocational program. Who else remains?

This was first drafted and approved by the Council in 1974.

RECOMMENDATIONS TO:

The State Board for Vocational Education
(The State Board of Education)

1. Continue to support the excellent progress in achieving articulation, and add the development of at least one cooperatively developed (with technical education) curriculum project, starting this (1975-76) year.

2. Recommend again that the office of Vocational Education initiate some system to obtain data on the number and percent of students who have completed vocational education to some satisfactory level. (Repeat of similar recommendation in 1974 and in 1973)

3. Continue to emphasize growth and improvements in the occupational type programs, with relatively more stress on these than on the non-occupational type programs.

4. Recommend that policy or procedures be adopted which would assure that the local educational districts provide more adequate follow-up of those who complete vocational education, and that this information be available.

A POSITION ON TECHNICAL EDUCATION

Technical Education Is A Critical Link In The Education System

Technical Education is becoming an increasingly vital link in the socio-economic progress of the citizens of our state.

Times have caused a reduction of the demand for brute labor, and an increased demand for persons with skill and training. Decades ago, a person with good health and a willingness to work could expect to find a place on the farm or in business and industry for his labors. His labor supported him and his family. The work ethic, then, was reinforced as a part of our culture. Recently a high school equivalent education has been increasingly imposed as the requisite for any but the lowest paying jobs. Today, the rapid advancement of technology in business and industry is starting to make even the high school diploma an inadequate qualification for employment in many-many occupations. Vocational preparation will assist some of these persons in obtaining adequate jobs or positions.

Vocational education alone is not the complete story. Just as baccalaureate and advanced degrees are part of our societies structure, there must be advanced study in the technologies, crafts, and other subjects related to the pragmatic needs of business and industry. Technical education can and does fill that need, and the demand for this type of occupationally prepared person is growing at an increasing rate.

Whatever the reasons, many secondary level students who will never complete a college degree fail to take advantage of vocational education opportunities while in high school. Some drop by the wayside prior to being eligible and some school districts simply cannot yet accomodate all those who apply for vocational education. Due to unrealistic goal aspirations, peer or parental pressure, or for other reasons, some students will always option to not participate in secondary level vocational education even when it is available. Many of these young persons realize the need for specific occupational preparation after a few short years of unsatisfactory work experience or pay levels. These persons constitute a needs group that technical education must accomodate if they are to be permitted upward economic mobility. Education has long been perceived in our society as a key element in upward economic mobility.

This type of pragmatic and realistic education meets a real need for our citizens. As the spectrum of jobs and occupations widens due to the advancement of science and technology, a need develops that would be a void if it were not for post-secondary occupational and technical education. The success of re-orienting South Carolina from an under-employed society, to full employment with labor intensive industry, to full employment with capital intensive industry, is due in large part to the availability of high quality technical education.

Technical education, like vocational education, has become a full-fledged and respectable partner in our educational system. We must support, respect, constructively criticize, and continue to improve our technical education opportunities in South Carolina.

RECOMMENDATIONS TO:

The State Board for Technical & Comprehensive Education

1. Continue the excellent progress being made in articuation, and add the development of at least one cooperatively developed (with vocational education) curriculum project starting this (1975-76 year.

2. Produce and disseminate a State plan for technical education with sufficient detail to provide meaningful information to others in occupational education.

3. Derive accurate data concerning the implications of the impending change in veterans elegibility for educational benefits and make these data available to the Council no later than March 15, 1976.

4. Produce an annual, end-of-year report on types of programs, number of completions, placements, and other data comparable to that needed in a short term plan.

5. Recommend that the State Board provide more adequate and prompt responses to requests for data by the Council so that the Council may better fulfill their duties and responsibilities as mandated by the U. S. Congress.

6. Recommend that the State Board adopt policy or procedures which would assure that the individual technical institutions provide more adequate follow-up of those who complete diploma or associate degree programs, and that this information be available.

EVALUATION REPORT 1975

PART I: THE DELIVERY SYSTEM AND STATE GOALS FOR VOCATIONAL & TECHNICAL EDUCATION

A - The Dual System

South Carolina possesses one of the nation's outstanding delivery systems of vocational and technical education, but one which is uniquely composed of two essentially separate and distinct agencies. The bulk of the secondary school programs, some post-secondary and some adult vocational education is offered by the local school districts through the public secondary schools and area vocational centers. These programs by the local school districts function under the aegis of the State Board for Vocational Education, which is the State Board of Education. The majority of post-secondary occupational education and a considerable portion of adult vocational education is offered through the sixteen (16) technical education centers or colleges, which constitute a system under the State Board for Technical and Comprehensive Education.

Vocational Education

The Office of Vocational Education in the State Department of Education should be justifiably proud of the extent of vocational education in the State. In less than a decade, 45 new and efficient Vocational Centers have been constructed or established to augment the facilities in some 202 high schools offering vocational education programs.

Vocational Education has historically included home economics, now known as consumer and home economics, and in recent years has included pre-vocational education. These are excellent programs, but are not viewed as being truly vocational or employment oriented, and thus will be referred to as non-occupational.

The trend in 1975, when compared to 1974, shows an increase in vocational education enrollments, despite a slight decrease in the state-wide enrollment in secondary schools. The apparent emphasis was properly on the occupational oriented programs, while both categories showed an increase. The data are shown in Table I.

TABLE I

1974 and 1975 Reported Enrollments in Secondary Vocational Education

	1973-74	1974-75	Percent Change
State Secondary Enrollment	235,139	233,801	-.57%
Enrollment in Occupationally Oriented Programs	48,165	58,291	+21.02%
Enrollment in Non-Occupational Programs	59,935	61,641	+ 2.85%
Total Reported Vocational	108,100	119,932	+10.95%

Table II provides a display of the enrollments for the 1974-75 year, contrasted with the previous year, for six (6) occupational and two (2) non-occupational type programs. An apparent data discrepancy for agriculture is explained by footnote. The relative emphasis for each type of occupational program, as reflected by the growth in reported enrollments, is comparatively uniform. While health occupations and occupational home economics show much larger percentage increases, the comparatively fewer students in these programs tend to discount the percentage gains. It is significant that relatively larger increases were shown in the six (6) occupational type programs than in the non-occupational programs. The only significant enrollment trend is that vocational education enrollments are continuing to increase. This probably reflects the opening of additional vocational education centers during 1974-75.

TABLE II

Reported Enrollments by Program Type and Change from 1973-74 to 1974-75 for Secondary Vocational Education

	1973-74	1974-75[1]	Percent Change
Occupational Programs			
Agriculture	5,706	12,177[2]	+113.4%
Business & Office Occupation	12,307	13,034	+ 5.9%
Distributive Education	4,806	5,107	+ 6.3%
Health Occupation	784	963	+ 22.8%
Home Economics (Occupation)	1,977	2,194	+ 11.0%
Trades & Industry	22,585	24,216[3]	+ 9.9%
Sub-Total	48,165	58,291	
Non Occupational			
Consumer & Home Economics	41,380	42,378	+ 2.4%
Pre-Vocational	18,555	19,263	+ 3.8%
Sub-Total	59,935	61,641	
Total	108,100	119,932	+ 10.95%

(1) Includes Secondary Enrollments reported by TEC to the Office of Vocational Education.

(2) The dramatic increase in reported enrollments in Agriculture is primarily due to a change in reporting, and the true increase is probably comparable to increases in the other type programs.

(3) Includes 94 students in TEC secondary programs who were reported as "99.0600, special programs not elsewhere classified" on OE Form 346-3, page 79, Annual Descriptive and Statistical Report ...1975.

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Technical Education

The South Carolina system of Technical Education (TEC) consists of sixteen (16) Technical Education Colleges/Centers. Eleven have been designated as Colleges, with five (5) retaining the Center identification.

Within this system, TEC offers many different types of programs. These include associate degree, two-year diploma and one year diploma programs, all of which are designated by the TEC system as being under the classification of technical education programs. The institutions also offer three types of continuing education programs, which are classified as (a) basic studies GED, (b) apprenticeship, or (c) occupational advancement. Secondary vocational education is offered in a limited number of centers. The remaining category of usual programs are those classified as community service - short term, high interest programs to meet specific hobby or avocational needs. Table III depicts this classification system, together with the number of different program titles where applicable.

Although not a specific college or center responsibility, the TEC system also includes two other types of programs which are basically administered from the state office. These two are (a) the special schools program and (b) the federal manpower programs.

Data were requested in an informal manner on enrollments and/or completions for 1974-75 and for the previous year, for each of approximately 120 program titles under the category of technical education. For whatever reason, the data had not been made available to the Council at a date more than four months following the close of the 1974-75 fiscal year.

TABLE III

CLASSIFICATION OF PROGRAMS IN
THE TEC SYSTEM OF COLLEGES AND CENTERS

TYPE	Number of Different Type Programs (Where Applicable)
Technical Education Programs	
Associate Degree	
Technical	53
College Parallel	2
Two Year Diploma	19
One Year Diploma	47
Continuing Education	N/A
Basic Studies-GED	
Apprenticeship	
Occupational Advancement	
Secondary Vocational Education	N/A
Community Service	N/A

Visits to the Technical Centers/Colleges show the excellent facilities and equipment being utilized for instruction and administration. There seems to be little doubt also that enrollments are increasing - that some facilities are vastly crowded at certain prime instructional times. It seems surprising though, that precise accounting of funds and projections of needs can be given when it is so difficult to obtain data on enrollments and completions by occupational categories.

B - State Goals

Vocational Education

Expressions of the current and future plans for vocational education can be found primarily in two sources: The State Plan for Vocational Education, and the Occupational Education Section of the State Board of Education's Five Year Plan. The State Plan for Vocational Education is essentially based on the Five Year Plan. As illustrated in Table IV, the apparent acceptability or accessibility of vocational education is increasing at a rate which exceeds the department's projections.

As may be seen from Table IV, every type of secondary or occupational program increased at a moderate, but significant rate in excess of projections. There is some slight discrepancy in the data for the two columns due to reporting requirements.

The State Plan for Vocational Education necessarily follows the prescribed format, and undoubtedly contains much good, but often extraneous data. This results from the rigid format required by the U. S. Office of Education (USOE).

The Five Year Plan for Occupational Education is a well developed and valuable document which, like the State Plan, is updated every year. The Five Year Plan contains general and specific objectives in thirteen (13) areas. The Five Year Plan addresses items directly attributable to the efforts of staff in the Office of Vocational Education, and apparently that was a limiting factor in that plan.

Some intermediate, easy to understand format expressing the goals and directions would appear to be of value if available to the 92 schools districts responsible for the planning, implementation and administration at the local level. The Five Year Plan comes closer to fulfilling this need, but there are omissions of a few key areas. The obvious omissions include a breakdown of projections by service areas, information on needs for qualified teachers and output of teacher education departments, and similar items. Nevertheless, the State Department of Education, Office of Vocational Education, has produced a valuable plan, taken together with the State Plan for Vocational Education.

TABLE IV

PROJECTED AND REPORTED 1974-75 SECONDARY ENROLLMENTS

Program Type	1974-75 Goals (1)	74-75 Reported Enrollments (2)
Occupational		
Agriculture	5,618	12,139 (3)
Business Office	12,221	13,034
Distributive Education	4,477	5,060
Health Occupation	675	963
Home Economics (Occupation)	1,794	2,194
Trade & Industrial	20,571	23,909
Subtotal	45,356	57,299
Non Occupational		
Consumer & Home Economics	42,665	42,378
Pre-Vocational	19,501	19,263
	62,166	61,641
Part C - Cooperative	1,228	( ) (4)
	1,228	
Total	108,750	118,940

1) From the State Plan for 1974-75

2) From End of Year Office of Vocational Education Report

3) Adjustment made in reporting basis for 1974-75

4) Reported Enrollments included with apropos Occupational Area.

Technical Education

Expressions of the current and future plans for Technical Education that are generally available to other agencies are very limited. The authoritative source which could be located was the gross figures available in the South Carolina State Budget, submitted to the State Budget and Control Board. These are supporting data from the State Board for Technical and Comprehensive Education requisite to the initial request for State funds. The complete supporting data as submitted in the Fall of 1975 is reproduced in Table V. Similar data were also available one year previous.

The data given in Table V depicts only a percentage increase or decrease by gross categories. There are no detail data to show geographic or programmatic type changes. Based on an arithmetical mean, it is interesting, but basically useless information, to observe that from 1974-75 to 1975-76, the average postage cost per TEC Center/College is expected to increase from $6034 to $6950. This is cited to illustrate that more detail on costs is available than is available on students and programs. Information on students and programs, state-wide and by center, is more important than cost data from a planning viewpoint.

For several years, the Council has been advised that the TEC Management Information System (MIS), will provide accurate planning and management information. The system is still in a developmental stage and the data are available and utilized internally.

Administrators and others who plan programs that impinge on the area of vocational and/or technical education should have ready access to planning data from Technical Education. These data should include information by program, by Center or geographic area, and include anticipated enrollments and outcomes.

TABLE V

1975 STATISTICAL DATA FOR 1975-76

	Actual 73-74	Estimated 1974-75	Estimated 1975-76
I. Technical Education Institutions			
Number of Institutions (2)	16	16	16
Number of Campuses	19	19	19
Curriculum Programs			
Quarter Credit Hours	1,317,373	1,541,311	1,807,470
Full-Time Equivalents(divide above by 45)			
Continuing Technical Education Programs			
Student Contact Hours	1,663,022	2,109,504	2,288,338
Continuing Education Units	166,302	210,950	228,834
Community Service Programs			
Number of Participants (Headcount)	13,853	15,837	17,095
Secondary Vocational Education Programs			
Student Contact Hours	257,010	299,210	297,930
Number of Students (Headcount)	844	679	628
II. Industrial Services			
Trainees in Special Schools (Headcount)	3,759	8,000	6,700
III. Federal Manpower Programs (Headcount)	1,937	1,880	1,880

1) The South Carolina State Budget for the Fiscal Year 1975-76 submitted by the State Budget and Control Board. Vol. I, January, 1975, p. 615.

2) The number of institutions reported on page 615 was 19. The number has been changed to 16 as shown above to provide consistency with the generally accepted classification of 16 institutions.

Part II: A LOOK AT SPECIAL TOPICS

In the efforts leading to the preparation of this report, the committee and the Council identified a few specific topics that merited closer scrutiny. As these topics were high-interest matters, additional attention and discussion was given these few topics with emphasis being on supporting data. No particular order of priority was intended by the sequence as they appear in this brief publication.

A. Articulation and Coordination between Vocational Education and Technical Education

In the growing complexity of our society, there is increasing need for highly skilled and for technically qualified persons to fill employment positions. Just as the need for skilled and semi-skilled persons to replace unskilled labor occurred within the past few decades, there is now an increasing need for highly trained and technical qualified persons. The essence is that while a student may develop basic understandings and some level of skill in an occupational area, in many subject areas there exists the opportunity for additional, but closely related study at the technical college or center. This is true in many areas, typified by electronics, auto mechanics, the engineering technologies, business and office occupations, mid-management training for distributive education students, and others, to name but a few.

Concomitantly, Technical Education has a constant demand to provide educational programs starting with the premise that entering students know little or nothing of the subject area, which is true for those who had not had vocational education. If, however, students who have had two years of instruction and practice have to enter technical education at the beginning, there are at least two readily identifiable results. These are: an excessive duplication of instruction with associated redundant costs, or the students recognize the repetition, become disenchanted, and drop-out. Either of these conditions are to be avoided.

A key to avoidance of excessive instructional costs, and adequately supplying high-level technically trained persons, appears to be in achieving articulation between vocational and technical education. As used in this educational context, articulation means the coordinating and meshing of two levels of related instruction so that as students complete one program and move to another, they can skip over the redundant areas of instruction and move on to achieve higher levels of competency.

From the vocational viewpoint, technical education may be perceived as providing additional competencies which will result in better paying positions for the graduates. From the technical viewpoint, the vocational programs may be seen as a feeder system providing students who have been screened for interest and aptitude, and who have already reached some level of knowledge and competence. Utilization of this feeder system is dependent on achieving articulation.

Until recently, much had been said in favor of articulation, but little had been accomplished. Articulation is a two-way effort, and cannot be achieved in the absence of mutual respect and trust, and without a deliberate effort on the part of the sending institution and the receiving institution.

By the close of the 1974-75 school year, it was evident that at the state level, not much was known about the extent of articulation at the local level. This was neither a deliberate omission nor a breakdown in data collection, this was simply the result of not being able to request data from the local level on everything that happens.

Based on the assumption that local administrators are well intentioned and trying to do the best they can for their students, and that the time was ripe to give impetus to the need for articulation, a small conference was called for mid-July. Jointly sponsored by the Office of Vocational Education, the State Board for Technical and Comprehensive Education, and the State Advisory Council, a group of about 30 persons met for three days to discuss the topic. A report of that meeting has since been issued by the State Advisory Council.

Based on the July meeting, it was apparent that more definite progress toward achieving articulation is being made at the local level than was previously known. By and large, the TEC center presidents/directors and the vocational directors are capable, well intentioned administrators with the best interests of the students foremost in their daily activities. Despite some past differences of opinion over jurisdictional matters, the directors appear to want to do what is best for the students. Consequently, much individual progress has been accomplished by directors working on an institution, or program to program basis. Many different approaches and procedures are being utilized throughout the state in an effort to facilitate or create true articulation. A partial list of the procedures is included in the August report of the July seminar.

Key elements in achieving articulation are communication and mutual respect and trust. Articulation cannot be a unilateral effort, and ultimately both the sending and the receiving institution must make changes and compromises and in fact either institution can block a successful articulated effort. Combined success will be based on a sincere desire to establish and maintain this objective, including the instructors, the local administrators, and the respective state level staff. A breakdown in respect and trust at any point would result in a serious step backward.

Besides the efforts at the local level, the consortium approach to curriculum development holds great promise. Carefully planned and developed curriculum is being made available in air conditioning, heating and refrigeration; and in machine shop that spans the spectrum from entry level to advanced technical level competencies. These materials were developed at Clemson University, jointly sponsored by Vocational Education and Technical Education, and supported by grants from the Appalachian Regional Commission. Hopefully, more projects of this nature will be carried out in the near future.

Another such project was recently completed in the Graphics Arts area which has received nation-wide attention and should greatly facilitate articulation. With basic financial support and support from the related industry (The Printing Industries of Carolina Association, PICA) another sequentially programmed curriculum package was devised, developed and refined and made available within the past two years.

TOPIC B: ADEQUACY OF PROGRAMS AND SERVICES

Public Law 90-576, in Section 104 (b) (1) (C) (i) directs the State Advisory Council, in the annual evaluation report, to include items which "(i) evaluates the effectiveness of vocational education programs, services and activities carried out in the year under review...." This would apply to the 1974-75 school or fiscal year.

In the past, the Council has attempted to provide indirect or process information from which conclusions could be derived. For this evaluation report, the Council has engaged in a study to assess directly the manner in which selected employers perceive vocational and technical education.

Although it is in process at the time of this (Evaluation 1975) report, sufficient data are not available to include here. Neither has the Council had time to properly consider the data and obtain proper interpretation. This will be provided later in the 1975-76 year as a special report of the Council.

TOPIC C: UTILIZATION OF "CETA" FUNDS FOR VOCATIONAL EDUCATION

In 1973 Congress passed the Comprehensive Employment and Training Act of 1973 (CETA), (Public Law 93-203) designed as the successor to the former Manpower Development and Training Act (MDTA). Contained within this act is Section 103 (c) which states that:

> "Five percent of the funds available under Title I shall be available only for grant under Section 112...."

Further, Section 112, provides that:

> "(a) From the funds available to him for this section, the Secretary shall make grants to Governors to provide financial assistance, through State vocational education boards, to provide needed vocational education services in areas served by prime sponsors."

and

> "(c) Funds available under this section shall be used only for providing vocational education and services to participants in programs under this title in accordance with an agreement between the State vocational education board and the prime sponsor."

The funds are utilized in South Carolina to provide needed manpower programs through an agreement between the Division of Administration and the State Board for Technical and Comprehensive Education. The procedural approach is to calculate the five (5) percent, and since the State TEC Board administers Title I, then the five (5) percent is simply added back into the total. It appears that the parties involved are satisfied with these procedural arrangements.

Manpower programs were funded and operated at two or more Vocational Centers during the 1974-75 year. Grants for these programs were recommended by the respective regional manpower planning commissions following review of applications by the Commissions.

TOPIC D: POTENTIAL IMPACT OF CHANGE IN VETERANS EDUCATIONAL BENEFITS

Many of the students attending the sixteen (16) technical education colleges or centers are military service veterans and thus are eligible to receive and are receiving veterans educational benefits. The current legislation provides benefits for veterans including many who are classified as "Korean" veterans. In June of 1976, those who have been separated ten years but who were previously eligible will reach their delimiting date of eligibility, thus being ineligible for veterans benefits. This raises a question with regard to the potential impact, and should have an influence on the planning process.

The data necessary to answer this question are not among those routinely obtained from the individual technical colleges or centers. However, there are staff persons at each of the major institutions under a grant from the veterans administration whose duties are to assist in processing claims, and through these persons the data are geneally available at the local level.

At the time of this report, the Technical Education central office had not had time to obtain the desired data requested by the Council. Preliminary indications are that there are some 18,000 to 24,000 veterans enrolled in the sixteen (16) technical education institutions. A preliminary estimate of those who will reach the delimiting date in June of 1976 is twenty-five percent (25%), plus or minus one percent.

The potential impact of this change in eligibility indicates that additional effort needs to be given to the matter of more accurate analysis of this situation.

TOPIC E: VOCATIONAL AND TECHNICAL EDUCATION SERVICES FOR THE HANDICAPPED

The provisions of the Vocational Education Act of 1968 includes the stipulation that ten percent (10%) of the basic grant amount for each state will be used to provide services for the handicapped. This applies essentially to secondary level programs as administered in South Carolina.

The Office of the Handicapped in the State Department of Education reports that the average total incidence of handicapping condition nationally is estimated to be approximately 15.6 percent. Comparing this estimate to the reported state secondary enrollment for 1974-75 of 233,801, one can easily project that the number of secondary level handicapped students approaches 37,000. This simplistic approach would necessarily include several assumptions, not all of which would be true. In any event, however, one must conclude that of the 233,801 secondary students, there are those that achieve the secondary school level and deserve the best possible instruction that can be provided.

Recognizing the needs of the handicapped, the State General Assembly recently passed legislation placing the responsibility for providing adequate educational programs and services for the handicapped on the individual local school districts. According to recent data, the Office of the Handicapped reported that special services or programs were provided to 67,042 students during 1974-75, out of a total grade 1-12 enrollment of 621,794 for a total of approximately 10.8 percent. No breakout by grade level was available.

Many of the handicapped students are offered vocational education opportunities in the mainstream of regular programs. There is presently no way to account for these other than as regular vocational enrollments.

In addition to the services provided under the auspices of the Office of the Handicapped, and those students included in regular programs, special programs for the handicapped can be established with the ten percent (10%) federal funds. Based on the reported 1974-75 basic grant of $7,087,876,

this would provide $708,787 for these types of programs. The initiative lies with the local school districts to apply for these funds when sufficient numbers of handicapped students warrant special programs. During 1974-75, 29 local districts and seven state institutions applied for and received grants, a total of 35 programs.

The number of handicapped students serviced by the federal funds was reported at 3,648, or approximately 1.6 percent of the secondary school enrollment of 233,801. Expenditures of federal funds for these programs was reported as $669,222. Since some 1973-74 carry-over funds are included, the remainder of the 1974-75 funds available were carried over to the 1975-76 school year. Despite conscientious and repeated efforts by the Office of Vocational Education, the difficulty is in getting a sufficient number of reasonable requests from the local school districts.

Handicapped students are also eligible for assistance from the Department of Vocational Rehabilitation. Where Vocational Rehabilitation does not have full-time personnel assigned to the school districts, professional counselors schedule regular visits to the schools. The services of vocational rehabilitation basically centers on diagnostic work, counseling and providing other assistance that the school district cannot normally provide. Through this avenue, an attempt is made where it would be feasible and beneficial, to blend identified handicapped students into the mainstream of regular vocational programs.

Some favorable comment is in order concerning the outstanding working relations between agencies and groups providing services for the handicapped. It appears that the office of vocational education, vocational rehabilitation, office of the handicapped, local school districts, and vocational center directors are all working cooperatively and harmoniously to maximize the vocational education services for the handicapped.

With the legal responsibility for providing adequate educational services for the handicapped placed in the schools, it appears that an adequate and more than reasonable effort is being made state-wide. Although the reported percentage of handicapped students in programs for the handicapped is low, it is necessary to recognize several extenuating factors. The

actual incidence for handicapped students at the secondary level is not known. There is also no accounting for the number of handicapped in regular programs. Finally, through other means there are other efforts being made, and the ultimate responsibility is with the local school districts. In all probability the expenditures, programs, and total number of identified handicapped students represents above average success in meeting the needs of this group.

PART III: SPECIAL TOPICS REMAINING

The Council would have liked to include additional topics in this evaluation and report, and is not fully satisfied with the treatment given some topics in the previous section of this report. In recognition of the actual limitations of available data, financial resources, and time, it was necessary to complete this report and defer for future consideration some of these and other matters. Without explanation or elaboration, the basic topics are listed below so that the readers of this report will be aware of matters that may be the focus of future reports or included in next year's evaluation report. The Council believe these to be worthy of special attention.

Topics remaining for future in-depth consideration:

a. The perceived adequacy of vocational and technical education - the result of a special study.

b. Sex sterotyping and sex discrimination in vocational education and technical education.

c. The impact of current energy/economic trends in maintaining adequate programs of vocational education and technical education.

d. Other topics that may arise.

PART IV: A LOOK AT THE PREVIOUS YEAR

A - The Response to Previous Recommendations

Each year's evaluation report contains recommendations to the State Board of Education (State Board for Vocational Education) and to the State Board for Technical and Comprehensive Education. It seems appropriate at this time to review the previous years recommendations and the response to each of those recommendations.

Response By The Office Of Vocational Education To Recommendations For Fiscal Year 1974

Recommendation #1 :

That the necessary facilities to meet the State Board of Education goal for vocational education continue to be developed and maintained as a high priority in the budget request.

Response:

This is being done and will be continued until adequate facilities are available to meet the vocational needs of all students desiring such training.

Recommendation #2:

That the VIEW materials be expanded so that they will include relevant information for mature adults desiring to obtain training in vocational and/or technical education. Further, provisions should be made for each area vocational center, high school, junior high school, and technical education facility to serve a clearinghouse function.

Response:

We are continuing to expand and update the VIEW project. Within the near future we expect to have in the VIEW deck, in addition to the 300 occupations on aperture cards, a card for each vocational and technical education center in South Carolina. These cards will be descriptive in nature and include a listing of the center's course offerings. Currently participating in the VIEW project are: Forty-five area vocational centers, 225 high schools, and 184 junior high and middle schools. With this coverage, project VIEW is available to practically all students in Grades 10-12 throughout this state. Additionally,in expanding this project a hard copy of each VIEW card will be available to any school without the printout capability of the reader/printer.

Recommendation #3:

That the use of local advisory committees and the effective use of such committees be specifically encouraged, and recommend the State Board initiate specific, observable actions which will reflect this emphasis.

Response:

Emphasis is being placed on the establishment and utilization of local advisory committees in each school district. The importance of advisory committees has been discussed with district superintendents and directors of vocational education at statewide meetings and in the 1975 winter issue of the Vocational Education magazine. This will be followed up by each program supervisor through individual visits to the school districts and the coordinator for area vocational education centers.

The Office of Vocational Education will continue to require the signature of a representative of the local advisory committee on each district application for State and Federal funds.

Recommendation #4:

That the Office of Vocational Education, in cooperation with the State Board for Technical and Comprehensive Education, develop a system which will procedurally enter all training programs by some standard code and on demand will compile the number of enrollees in similar programs and point out the totals with the known annual demand.

Response:

The Office of Vocational Education has cooperated with the State Board for Technical and Comprehensive Education in utilizing the U. S. Office of Education (OE) code for all training programs, the Dictionary of Occupational Titles (DOT), and the newly-developed Occupational Information System (OIS).

Vocational Education will meet with a representative from Technical Education and the South Carolina Advisory Council on Vocational-Technical Education to determine if an additional new system is necessary and feasible within our budget. We expect to have an answer prior to June 30, 1975.

Recommendation #5:

That the Office of Vocational Education urgently initiate a system to obtain data on the number and percent of students in each class who have completed a vocational program to a satisfactory level.

Response:

It is believed that the Occupational Information System as outlined in response to Recommendation #4 above provides the number of vocational education students completing courses as shown by occupational cluster listings. Also, the Federal Report shows completion by OE Code for all vocational education programs. The only item not readily available is the percent of students in each class completing the program at a satisfactory level. This data could be obtained but would be of limited service to the Office of Vocational Education because it varies by day during the school year.

Council Reactions:

The Council is pleased with the consideration given to each of the recommendations with the exception of number five (5), and this is believed to be the result of mis-interpretation. The Council's intention in the fifth recommendation of 1974 was that there should be non-duplicating data to show how many of the Class of 1975 (high school seniors) for example, had completed some vocational education to a satisfactory degree. Class, as used in that recommendation, was not intended to denote a group of 20 or 30 students, but rather the entire group of students who would be expected to graduate in any given year.

Recommendations to the State Board for Technical and Comprehensive Education from the Fiscal Year 1974 Report.

Recommendation #1:

Recommend that the State Board for Technical and Comprehensive Education disseminate some plan similar in concept to the State Plan for Vocational Education to appropriate agencies and institutions no later than July 1,1975.

Response:

In 1974, a statewide planning effort was initiated within the TEC System. Staff from the central office of the State Board for Technical and Comprehensive Education began implementing a planning model at each institution. In 1975, each TEC institution will complete a five year plan which includes service area occupational needs analysis, resource analysis, and programs of objectives which form the basis of annual budget requests. At the end of each fiscal year the institutional plans will be evaluated and updated. The TEC Statewide Plan was developed in 1975. This document contains the policies and procedures that support the statewide planning effort, institutional profiles and projections, and systemwide projections of programs, enrollments, expenditures, and facilities of the State TEC System for the five year planning cycle. The State master plan also will be updated annually. The State TEC System Five Year Plan is currently being circulated within the agency for review and comment and will be presented to the State Board as soon as the review process is completed.

Recommendation #2:

Recommend the State Board for Technical and Comprehensive Education continue to encourage and support the use of Local Advisory Committees and provide appropriate notation of specific action taken to the Advisory Council by July 1, 1975.

Response:

The TEC institutional planning model requires the identification of service area occupational needs. One tool which the model recommends in the identification of these needs is the survey of local advisory committees. Each institution is strongly encouraged to seek formal input from its advisory committees in determining occupational needs.

Recommendation #3:

Recommend again that TEC report "by Center and systemwide the cost of the TEC program in the state." This should also give the non-instruction expenditures, by center, and systemwide.

Response:

The TEC State Board approach is from the statewide cost concept, since their funding is for the statewide system. The State TEC Board will be happy to continue to work with the Advisory Council in providing information as needed.

Recommendation #4:

Recommend again that "the Technical Education System, in cooperation with the Office of Vocational Education, develop a system which will procedurally enter all training programs by some standard code, and on demand will compile the number of enrollees in similar programs, and print out the totals with the known annual demand."

Response:

In 1975 TEC will publish the second annual Occupational Information Survey. The OIS presents for each substate planning area, as well as for the state as a whole, projections of annual net employment demand by Dictionary of Occupational Titles (DOT) code.

The OIS reflects not only TEC training supply but also the supply from secondary vocational education, private technical education, and federal manpower training programs (WIN, CEP, JOBS, MDTA, CETA, etc.).

Council Reactions:

Technical education has provided leadership in the State in the areas identified by recommendations numbers two and four. These two areas of advisory committee involvement and occupational needs are closely related especially in providing justification for new programs.

Recommendation number one recognized the importance of other agencies being apprised of current and future planning which impacts on occupational education. Due to many reasons, the recommended state plan for TEC was not completed or disseminated by the end of fiscal year 1975. While the development of such a plan is in progress, the Council has not been involved in the planning process. This plan, when it is released, will reflect little or no input from the Council. Hopefully future efforts and activities will modify this situation.

Recommendation number three reflected a need by the Council for additional information. As a result of the response, the Council directed a more specific request to the staff of the State TEC Board. The Council is confident that the reply to this request will satisfy the requirements of this specific recommendation, however.

B - Unresolved Issues or Problems

1. During 1975, the question of administrative responsibility for post-secondary occupational education flared into the public media for a period of time. While the matter appears dormant as of late Fall, 1975, it is just that - dormant but not resolved.

   A key to the issue is the spectre of potentially increased federal funds that lie over the horizon. Two capable and aggressive agencies see this as being properly within their spheres of responsibility. Both agencies are very reluctant to relinquish their claim on this group of students or over control of funds so designated for this level of instruction. This presents an increasingly likely potential source for disruption of mutual trust and harmonious cooperation between agencies. Eventually this topic must be faced and resolved within the state to permit continued progress in vocational and technical education.

2. State-wide planning for post-secondary occupational education is another matter that has not yet been completely resolved. Prompted by the enactment of Title X in the Educational Amendments of 1972 (P.L. 92-318) and spurred by a very modest planning grant in 1974-75, the state has continuously embraced the planning concept contained in Title X. The designation of the 1202 Commission has been bestowed on the Higher Education Commission, modified by the appointment of three additional persons to represent specific and required categories of membership.

   The ultimate fate of the planning activities carried out under the aegis of the 1202 Commission will probably be closely linked to the federal legislation and federal allocations. If the planning commission is more fully supported by federal appropriations, or should there be additional funds for post-secondary occupational education, this will provide impetus for acceleration of the planning process. If, on the other hand, the amount of funds remain static, dimishes or lapses, this may well mark the demise of the planning which is currently underway.

None of the Council members are on the 1202 Commission at the time of this report. However, the Executive Director represents the Council on the 1202 Commission's Committee on Occupational Education, one of two active committees of this Commission. In addition, the executive staff of the 1202's Commission has methodically requested the Advisory Council's position as input, and routinely invited representation from the Council at all 1202 Commission meetings. The intent of the executive staff of the 1202 Commission is above reproach and the staff are to be commended for their attitude.

APPENDICES

SOUTH CAROLINA ADVISORY COUNCIL ON VOCATIONAL AND TECHNICAL EDUCATION MEMBERSHIP FOR THE 1975-76 YEAR

Mr. P. Henderson Barnette Greenwood, S. C.	President, Greenwood Packing Company Member, State Board for Technical and Comprehensive Education
Dr. Thomas E. Barton, Jr. Greenville, S. C.	President, Greenville Technical College
Mr. Martin H. Black Bamberg, S. C.	County Superintendent of Education Bamberg County
Mr. Benjamin B. Boyd Columbia, S. C.	Senior Attorney Federal Land Bank of Columbia
Mr. Charles H. Brown Charleston, S. C.	Dean, Southeastern Business College
Mr. Arthur A. Fusco Columbia, S. C.	Assistant Commissioner of Labor State Department of Labor
Mr. B. Frank Godfrey Columbia, S. C.	Retired, Former Executive Director S. C. Employment Security Commission
Mr. James A. Jackson Hampton, S. C.	Manager, Personnel Relations and Works Engineering, Westinghouse Electric
Mr. T. A. Jackson Lancaster, S. C.	Director, Lancaster County Area Vocational Center
*Mr. Milton G. Kimpson Columbia, S. C.	Executive Director, Greater Columbia Community Relations Council, Columbia Chamber of Commerce
Mr. L. Roger Kirk Columbia, S. C.	Executive Assistant for Education and Manpower Office of the Governor
Mr. T. C. Kistler Darlington, S. C.	President-Manager Kistler Funeral Home
Mr. Henry L. Sneed, Jr. Florence, S. C.	Retired, Former Superintendent Florence School District #1

**Mrs. Helen G. Stuart Murrells Inlet, S. C.	Consultant, The S. C. Heart Association
Mr. Isaac W. Williams Columbia, S. C.	S. C. Field Director NAACP

Executive Director
Dr. Robert H. White
809 SCN Center
Main at Lady Street
Columbia, S. C. 29201

(758-3038)

** Council Chairman

* Council Vice-Chairman

HISTORY

The South Carolina Advisory Council on Vocational and Technical Education was first created in late Spring of 1969 to comply with the provisions of Public Law 90-576 - the Vocational Education Amendments of 1968. Twelve members were appointed by Governor Robert E. McNair to compose the original Council.

The Council is required, by law, to

> "advise the State board on the development of and policy matters arising in the administration of the State plan...."

and to

> "evaluate vocational education programs, services and activities... and publish and distribute the results thereof....,"

and to

> "prepare and submit through the State board to the Commissioner and to the National Council an annual evaluation report...."

There is also a requirement

> "for not less than one public meeting each year at which the public is given opportunity to express views concerning vocational education."

The Council, since 1970, has maintained an office and a staff consisting of one secretary and an executive director. According to the best possible interpretations, it was the intent of the U. S. Congress that the Councils be autonomous. To this end, the federal funds which provide the support for the Council are forwarded separately from the U. S. Treasurer to the State Treasurer. The Council functions as a separate state agency.

Initially the Council was designated the State Advisory Council on Vocational Education and the relationship to the State Committee on Technical Education (TEC) was not clear. Vocational Education, as used in P.L. 90-576,

is a broad term which essentially encompasses that area known in South Carolina as technical education. Because of this, the fact that P.L. 90-576 funds are transferred to TEC, and in keeping with the desires of each of the three governors which have served as appointing authority, the Council from the beginning considered TEC as it has considered vocational education. With respect to its responsibilities, the Council has and now considers Technical Education and Vocational Education to be basically co-equal areas of responsibility. The proper designation now includes the term "and technical."

The enactment of Public Law 92-318 (the Education Amendments of 1972) offered the first positive indication that the Congress was pleased with early efforts of this sociological innovation - The State Advisory Councils. Although there had been many advisory committees or councils, this was an early or first effort to create truly autonomous councils and certainly one of the first to make them self-initiating by providing funds for operation. Public Law 92-318 broadened the Council's responsibilities to include programs operated under Title X, Section 1055. Assistance was also intended for the Councils under Section 1056 of that part. Failure to appropriate funds under those parts has delayed implementations of those sections.

Due to the heterogeneous composition of the Council, many of the discussions and data in the evaluation report can be drawn from the experiences of the members. This is supported by additional information provided by the state agency most knowledgeable, and on occasion supplemented with research conducted through the Council office.

Since the first appointments in 1969, thirty-five (35) distinguished citizens have served quietly and competently as members of the Council. While there are exceptions for various reasons, the current practice is for the Council members to serve three year terms, with appointment years staggered so there is a continual diffusion of fresh perspectives and ideas, while maintaining a reasonable degree of continuity.

A complete list of former and present members is given on the next page. Those who have been honored by their colleagues by being selected to serve as Chairman or Vice-Chairman are identified by an asterisk (*). It should be noted that Mr. T. A. Jackson is currently serving as a member of the National Advisory Council on Vocational Education.

Current and Former Council Members

Mr. C. P. Ballenger, Jr.	Greenville	Mr. J. A. Jackson	Hampton
Mr. P. Henderson Barnette	Greenwood	Mr. T. A. Jackson	Lancaster
Dr. Thomas E. Barton, Jr.	Greenville	*Mr. Floyd Johnson	York
Dr. James B. Berry, Jr.	Marion	*Mr. Milton G. Kimpson	Columbia
Mr. Martin H. Black	Bamberg	Mr. Roger L. Kirk	Columbia
Mr. Benjamin B. Boyd	Columbia	*Mr. T. C. Kistler	Darlington
Mr. Charles H. Brown	Charleston	Mr. A. E. Lockert, Jr.	Orangeburg
Mr. James M. Connor	Kingstree	Mr. Currie McArthur	Sumter
Mr. Robert E. (Jack) David	Union	Mr. H. E. McCracken	Bluffton
Mr. F. E. DuBose	Turbeville	Mr. W. L. McDuffie	Denmark
Mr. Billie Fleming	Manning	Mr. Edgar L. McGowan	Columbia
Mr. Fred C. Fore	Florence	Rev. I. D. Newman	Columbia
Mr. Arthur A. Fusco	Columbia	Mr. E. W. Nunnery, Sr.	Chester
Mr. B. Frank Godfrey	Columbia	Mr. Edward L.B. Osborne	Union
*Mr. Robert A. Harley	Spartanburg	Mr. C. S. Rowland,Jr.	Camden

Mr. Y. W. Scarborough, Jr.	Charleston
*Mr. Henry L. Sneed, Jr.	Florence
*Mrs. Helen G. Stuart	Murrells Inlet
*Mr. Isaac W. Williams	Columbia
Mr. Sinway Young	Columbia

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* Indicates service as Vice-Chairman or Chairman

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These persons are recognized by the Council for their leadership and supportive attitude.

Dr. James C. Edwards
Governor, State of South Carolina
and appointing authority for the Council

Dr. Cyril Busbee
State Superintendent of Education
Executive Officer of the
State Board for Vocational Education

Dr. Charles E. Palmer
Executive Director
State Board for Technical
and Comprehensive Education

Mr. L. L. Lewis
Director, Office of
Vocational Education

Mr. G. William Dudley
Associate Executive Director
State Board for Technical
and Comprehensive Education